

## **HDF 602-02: WORK AND FAMILY SPRING 2010 SYLLABUS**

**Instructor:** Dr. Heather Helms  
165-E Stone Building  
256-0129  
Office Hours: by appointment  
E-Mail Address: [heather\\_helms@uncg.edu](mailto:heather_helms@uncg.edu)

**Course Meeting Time:** Friday, 9:00 -11:50 am  
Stone 246

### **Blackboard Course Web Page:**

A web page for the course can be accessed through Blackboard. The course website serves as a primary means of communication for the class and contains important course resources including a copy of the syllabus, course schedule, student grades, handouts, select readings, and several links to other sites relevant to this class.

### **Course Description:**

This course focuses on the interconnections between work, family life, and individual development. We will first explore the dimensions of work that have been linked to the way people look at the world, their values, interaction patterns, and development. Next, we turn our attention to the hot topics of research that have been of interest to contemporary scholars which include: 1) the ways in which employed adults manage the often competing demands of the workplace and home and the consequent effects on their individual well-being, family relationships, and professional development; 2) the impact of shift work and non-standard work schedules on marital and family life; 3) the division of family work and its implications in a variety of family forms; and 4) the unique challenges and proposed solutions for low-income and welfare-reliant families. A final set of readings address social policy and its implications for individual workers and their families. Included across these topics are articles designated as recipients of the Rosabeth Moss Kanter Award for Excellence in Work-Family Research—an award given to authors who publish the best work-family research article during a calendar year. Throughout the semester we will focus on the strengths and weaknesses of the empirical strategies used in the readings. Students will have the opportunity to complement the course materials with in-depth review of a related topic of their own choosing to be presented at the end of the semester.

### **Readings:**

- There is one required book for the course that you should purchase asap:  
Deutsch, F. M. (2000) *Halving it all: How equally shared parenting works*. Cambridge, MA: Harvard University Press.  
See Amazon's link below to order a new or used copy of the book which ranges in price from \$3 - \$14. [http://www.amazon.com/Halving-All-Equally-Shared-Parenting/dp/0674002091/ref=sr\\_1\\_2?ie=UTF8&s=books&qid=1262798068&sr=1-2](http://www.amazon.com/Halving-All-Equally-Shared-Parenting/dp/0674002091/ref=sr_1_2?ie=UTF8&s=books&qid=1262798068&sr=1-2)

- Remaining course readings are posted in the Readings folder in Blackboard. The plan is for you to access these readings electronically and print them out yourselves.
- Optional Text: Publication Manual of the American Psychological Association, 6<sup>th</sup> Edition.

### **Course Format:**

The class will be divided into two components. On most days, the first 40 minutes of class will be devoted to student instructor presentations (described below) during which students will present a lecture geared towards an undergraduate audience or community group on a related work-family topic. The remaining 2 hours will follow the standard seminar format in which an assigned student facilitates class discussion and student peers are expected to have read the assigned material carefully and come to class prepared to discuss relevant substantive and empirical issues.

### **Course Requirements:**

**Course Prerequisites** There are several prerequisites for this course: (1) a vivid scholarly imagination — that is, being able to think, read, and write like an advanced student of human development and family studies; (2) an awareness of how to do (and read about) research in human development and family studies — that is, being familiar with a range of research methods and analysis techniques; and (3) an intellectual curiosity with a passion for learning new ways of thinking, doing, and being.

**Class Participation** Class meetings are designed with the primary purpose of offering an opportunity to discuss key issues raised in the readings and make inquiries into the assigned topic. Class participation is a very important part of the learning process in this course. For each class, you are expected to be thoroughly familiar with the reading assignments and to be *actively* involved in class discussions. You are expected to contribute insightful, integrative comments and thoughtful questions, while respecting the rights of other class members as participants. Relevant theoretical and applied issues should be raised. Class attendance is mandatory. Each of you is required to contribute to the learning of your colleagues. It is impossible to do this without being in class. In the event of an absence you will be required to write a two-page (single-spaced) paper summarizing and integrating the content of the week's material. If it is a planned absence, the paper is due to me the day of class. If it is an unplanned absence, the paper is due by the following class period. Missing more than one class during the term or habitual tardiness represents a serious deficiency and will result in a grade reduction.

In short, I expect that you will come to class having read the assigned materials and prepared to engage in discussion. I expect students to demonstrate professional responsibility by attending class and being ready to begin class on time. Class participation will be part of how you are evaluated, so it's important that you keep up with the readings, ask good questions, think critically about the readings, and contribute your thoughts to class discussion.

Using a seminar format, the course emphasizes the development of three fundamental skills:

- summarizing and evaluating theoretical perspectives and empirical research in the work and family literature;
- critically analyzing and synthesizing across a variety of readings; and
- communicating ideas in a variety of oral and written formats.

**Reading Assignments** Reading assignments are given to facilitate a basic foundation for the material and to stimulate further inquiry and investigation. As such, everyone is expected to read all assigned material. You should be prepared to discuss the reading materials in class, particularly the underlying issues/themes addressed by the material, and the utility of the content for the study of human development and family relationships. To understand the readings in the manner requires more than a cursory glance of skimming of the articles. Adequate preparation requires giving yourself enough time to read the articles closely, take notes on the articles, and think in advance about the main points of the readings and how they fit together.

**How will you be evaluated?** This course is intended to be a rigorous academic experience. You will be expected to master substantive scholarship, as well as to hone your skills of critical thinking and oral and written expression. The following exercises are designed to both develop and assess your understanding of the concepts and issues examined throughout the course and to illustrate that understanding through reference to the assigned readings and class activities.

There will be four types of assignments as part of this course.

(1) The first type of assignment involves **attendance, preparation for class and class participation**. A graduate course is successful only in so far as participants take the opportunity to read assigned readings carefully and critically and come prepared to discuss the readings and their own ideas, reactions and questions about the readings. Depending on your background you may have to go over the readings several times.

Good participation includes commenting on or raising questions about the material, introducing related information from this course, other courses, or other relevant experiences, and responding to others' comments (e.g., asking for clarification/ elaboration, agreeing, disagreeing, etc). My expectation is that every student participates in each class to some extent. Participation will be graded based on both the *quality* and *quantity* of active class participation. A high level of class participation (attendance plus good comments, questions, integration and synthesis across readings, and other demonstrations of critical thinking, etc.) is important. If you need to miss more than one class during the term, it will present problems in terms of passing. I believe missing 6 hours of class experience presents the potential for a serious deficiency. **Attendance, preparation for class, and participation in class discussion is worth 10 points.**

(2) Students will be responsible (individually or in pairs) for **leading discussion** for one class session. As I introduce the discussant/s, I will give a *brief* introduction to the readings, providing some background as to why I chose them and what I believe they have to offer. Student discussants will be in charge of facilitating the discussion of the readings. Leading discussion means thinking in advance about where you want the conversation to go and making sure it goes there. Be sure that your plan for class facilitation is clearly relevant to the topic and readings at

hand and moves us toward a greater understanding of the articles—their main points, implications, and integration—rather than distracts us. I suggest you start by having students: 1) reflect on the major contributions of the readings to our understanding of work and family and 2) discuss the most exciting, surprising, or interesting aspects of the readings. (Note: If the empirical articles include sophisticated research methodology or statistics, you should plan to spend some time clarifying these details with my help.) For this initial segment of class discussion, I'd like us to focus on the positive elements of the articles—eliminate criticism. However, after we've nailed down the contributions of the readings, the discussion may indeed turn critical. To further facilitate discussion you may want to come in with a list of questions or provocative comments to use if the conversation lags or gets off track, organize the class into small groups to work through the articles, or choose another strategy that works toward the goal of greater understanding and integration of the readings. As the semester moves along, I especially want us to be putting together ideas from various parts of the course, so your questions should be designed in part to encourage that. **In order to get a sense of your plans and to provide feedback and direction (if necessary), I ask that each facilitator email me a rough draft outline for class facilitation by the Monday prior to your class. *This means that you need to have completed the readings prior to emailing me and have a solid plan in place that I can respond to.* You must turn in your final outline/plan for facilitation and copies of any visual aids at the end of the class session you facilitate. Your class discussion leader exercise is worth 10 points.**

(3) **Classroom Instruction Exercise:** Issues regarding work and family are often missed in HDFS textbooks or covered in a way that fails to engage undergraduate students, many of whom have little lived experience from which to draw. Leading scholars in the field have been concerned that faculty are not doing enough to engage students in the work-family conversation or to stimulate their thinking on this important dimension of context for development and family relationships. The classroom instruction exercise was developed in response to this concern and designed to provide an opportunity for each student to create a lecture (with an accompanying interactive activity) on a dimension of work and family. In completing this assignment, students have flexibility in delineating their audience and can choose a group that fits best with their career goals. For example, students who plan on becoming academics should choose to create a lecture for an undergraduate course that they are likely to teach in the future, whereas students who plan to pursue applied careers may choose a relevant community group to whom they will be presenting. Students are expected to create powerpoint slides to accompany their lecture as well as to explain an interactive activity they would employ to further engage participants. Students should plan to lecture for 25-30 minutes, to use 5 minutes to explain their chosen interactive activity, and to allow 5 minutes for questions/comments from peers (for a total of 40 minutes). In the spirit of collaboration, all powerpoints from these lectures will be posted in BB so that other students can save them as resources.

Based on the work of two task forces commissioned to promote effective methods for teaching work and family via compiling and dispensing multidisciplinary, credible resources to classroom teachers, the Sloan Work and Family Research Network provides a plethora of resources to assist students in the completion of this assignment.

<http://wfnetwork.bc.edu/template.php?name=usingnetwork#course>

(4) **Paper and Presentation Project:** Throughout the semester, I would like each of you to be working on a project comprised of two parts.

- a. First, a **10-15 page integrative review paper** is required. This paper provides an opportunity for you to thoughtfully examine and critique current research that addresses a particular area of work and family that you find intriguing. You are encouraged to use this paper as an opportunity to focus your thesis, dissertation, or to pursue a topic of professional interest. Alternatively, you may choose to focus your review on one of the key figures in the field of work and family (see the Alfred P. Sloan foundation website for a list of scholars), comprehensively review what he or she has written over the course of their career, get in touch with the person (if possible) and interview them about how they got interested in the area, where his or her work is going in the future, etc.

Regardless of the format you choose, the review paper should highlight the theoretical underpinnings, key findings, and critiques of the research on your topic or the body of work undertaken by your chosen family scholar. You will identify a research problem/question, provide an overview of relevant theories, and summarize and critique relevant research. The final paper should be 10 to 15 pages of text followed by a reference list, be in APA format (typed, 12pt font, 1 inch margins, appropriate title page, headings, and references), and include at least 15 references, minimally 12 of which must be empirical articles. You are expected to cite articles from peer-reviewed journals sources such as: *Social Forces*, *American Journal of Sociology*, *American Sociological Review*, *Social Problems*, *Child Development*, *Developmental Psychology*, *Family Relations*, *Journal of Family Issues*, *Journal of Family Psychology*, *Journal of Marriage and the Family*, etc. (See the Sloan Foundation database of work-family research for further guidance). The paper should be a polished piece of work (i.e., correct grammar and spelling, logical, easy to read) that resembles the introduction of an empirical article.

Your topic should be broad enough to be of interest, but narrow enough that you can focus in on a tightly related set of empirical articles for review and get into some depth about relevant theory and research. The crux of your grade will be based on your ability to summarize, explain, critique, and integrate original empirical articles. Be sure to address the underlying mechanisms/processes that explain reported associations, point out controversies, acknowledge the limitations of prior research, and identify next steps for research. (A grading rubric is available for you to view and download in BB.) **Your integrative review paper is worth 50 points.**

- b. The second part of your assignment is to complete a 10 - 12 minute **oral presentation**. The focus of this presentation should stem from your review paper and highlight theoretical underpinnings, key findings, critiques and future directions regarding the research on your topic. You will be expected to create a PowerPoint presentation for your oral presentation. **Your presentation is worth 10 points.**

**Presentations will occur on April 23<sup>rd</sup> & 30th. Your paper is due on May 4<sup>th</sup> via**

**email by 5pm.**

In order to facilitate your work on the project, you will be required to **hand in a 1-2 page topic rationale/prospectus and preliminary reference list on February 22th (note: this is a Monday) via email attachment due by noon, followed by a *detailed outline and final reference list due no later than Monday, April 5th (via email attachment, due by 9am).* Your prospectus/rationale/preliminary reference list and outline/reference list are each worth 5 points.**

### **Grading Summary**

Class Preparation and Participation	10 points
Leading Discussion	10 points
Classroom Instruction Exercise	10 points
Rationale/Prospectus/Preliminary References	5 points
Detailed Outline/Reference List	5 points
Integrative Review Paper	50 points
Oral Presentation	<u>10 points</u>
TOTAL	100 points

Dates to Remember:

February 19: Paper Rationale/Prospectus/Preliminary Reference list due  
April 5 (Note that this is a Monday): last date to hand in Outline/Final Reference list  
May 4 (Note that this is a Tuesday): Final Paper due

Assignments handed in any time after the due date and time will be automatically docked 5 percentage points for each day (including weekend days). Late is defined as work that is turned in anytime after the assigned deadline (e.g., noon, 5:00 pm, etc.).

## Course Policies

1. *Academic Integrity* is the pursuit of scholarly activity free from fraud and deception and is an educational objective of this institution. Violating academic integrity is considered a serious offense by the university and is treated accordingly. Academic dishonesty includes, but is not limited to, cheating on exams, having unauthorized possession of exams, fabricating information or citations, facilitating the academic dishonesty of others, and submitting the work of another person as your own (plagiarism). Students are expected to read, sign and hand in the “Academic Integrity Statement” found in the course documents section of the web page. Academic dishonesty may result in a failing grade for the particular assignment or exam, a failing grade for the entire course, or suspension or expulsion from the university. We have a good website that outlines the UNCG academic integrity philosophy and procedures. Please take a look at this at your earliest convenience:  
<http://academicintegrity.uncg.edu/>
2. *University Sanctioned Activities*: Students who miss class due to participation in university-sanctioned activities must identify themselves prior to missing class and make arrangements to complete missed work. In addition, students must provide Dr. Helms with a copy of their travel schedule.
3. *Disability Accommodations*: If you need disability accommodations, please see Dr. Helms as soon as possible. All information regarding disabilities is confidential. If you need information about disability services at UNCG, please visit their website:  
<http://ods.dept.uncg.edu/>
4. *Emergencies*: If you have any emergency that interferes with your ability to complete the work in this course, please see me immediately. If you cannot come for a scheduled appointment, please contact me ahead of time. My office phone number and email address is listed on the front page of the syllabus.
5. *Extra credit*: Given the extensive opportunity to be graded in a variety of formats in this course, extra credit is not an option.
6. *UNCG Support Services*: All of us need formal support services from time-to-time. UNCG offers excellent academic and mental health support services. Please take a look at their offerings at your earliest convenience and contact a support person if you are struggling academically and personally. You also might want to consider accessing these services if now is a time in your life in which you can expend time and energy at increasing your social and academic competence.  
<http://success.uncg.edu/ss/counseling/>
7. *Classroom environment*: It is my expectation that you will treat your classmates with respect via: arriving to class on time, participating in class discussion, listening to others comments attentively, turning off cell phones, and remaining in the classroom for the entire class period. These positive classroom behaviors are imperative for a successful seminar.

**HDFS 602: WORK AND FAMILY  
AGENDA AND READINGS**

**INTRODUCTION TO THE COURSE AND PARTICIPANTS**

**WEEK 1**

JAN 22

Introduction to the Alfred P. Sloan Work and Family Research Network  
<http://wfnetwork.bc.edu/>

**WHAT DIMENSIONS OF WORK MATTER?**

**WEEK 2**

JAN 29

Bianchi, S. M. & Milkie, M. A., (forthcoming). Work and family research in the first decade of the 21<sup>st</sup> century. *Journal of Marriage and Family*, 72.

Crouter, A. C. & Helms-Erikson, H. (2000) Work and family from a dyadic perspective: Variations in inequality (pp. 99-115). In R. M. Milardo and S. Duck (Ed.) *Families as Relationships*. NY: John Wiley.

Perry-Jenkins, M. (2005). Work in the working class: Challenges facing workers and their families (pp. 453-472). In S. Bianchi (Ed). *Work, Family, Health & Well-Being*. Mahwah, NJ: Erlbaum.

Warren, E. (2006). The middle class on the precipice: Rising financial risks for American families. *Harvard Magazine*, 28 – 31 & 89.

Jacobs, J. A. & Gerson, K. (2005). The structure and culture of work. (chpt. 5) *The time divide*. Cambridge, MA: Harvard University Press.

Gertner, J. (January 15, 2006). What is a living wage? *The New York Times Magazine*.

**DAILY HASSLES, WORK DEMANDS AND THE TIME BIND:  
IMPLICATIONS FOR FAMILIES**

**Instructor:** \_\_\_\_\_

**Facilitator:** \_\_\_\_\_

**WEEK 3**

FEB 5

\*Bianchi, Suzanne. (2000). "Maternal employment and time with children: Dramatic change or surprising continuity?" *Demography*, 37, 401-414.

\*2001 Rosabeth Moss Kanter Award for Excellence in Work-Family Research

Crouter, A. C. & McHale, S. M. (2005). Work, family, and children's time: Implications for youth (pp. 49-66). In S. Bianchi (Ed). *Work, Family, Health & Well-Being*. Mahwah, NJ: Erlbaum.

\*\*Jacobs, J. A., & Gerson, K. (2001). Overworked individuals or overworked families? Explaining trends in work, leisure, and family time. *Work and Occupations*, 28, 40-63.  
\*\*2002 Rosabeth Moss Kanter Award for Excellence in Work-Family Research

Milkie, M., et al. (2004). The time squeeze: Parental statuses and feelings about time with children. *Journal of Marriage and the Family*, 66, 739-761.

Roy, K., Tubbs, C., & Burton, L. (2004). Don't have no time: Daily rhythms and the organization of time for low-income families. *Family Relations*, 53, 168 – 178.

**WEEK 4**  
FEB 12

**Instructor:** \_\_\_\_\_  
**Facilitator:** \_\_\_\_\_

Helms, H. M., Wall, J.K, & Demo, D. H. (2010). Everyday hassles and family stress. In S. J. Price and Price, C. (Eds.) *Families and change: Coping with stressful events, Fourth Edition*. Thousand Oaks, CA: Sage.

Scheinder, B. & Waite, L. (2005). Timely and timeless: Working parents and their children (pp. 67-79). In S. Bianchi (Ed). *Work, Family, Health & Well-Being*. Mahwah, NJ: Erlbaum.

Hochschild, A. R. (1997). There's no place like work. *The New York Times Magazine*. April 20, pp. 51 – 56, & 81, 84.

Brown, S. L. & Booth, A. (2002). Stress at home, peace at work: A test of the time bind hypothesis. *Social Science Quarterly*, 83, 905-920.

Hochschild, A. R. (2002). Reply: A dream test of the time bind. *Social Science Quarterly*, 83, 921-924.

Brown, S. L., & Booth, A. (2002). Bending the time bind: Rejoinder to Hochschild and Goodman. *Social Science Quarterly*, 83, 941-946.

**ARE NONSTANDARD SCHEDULES A VIABLE SOLUTION TO BALANCE THE  
COMPETING DEMANDS OF WORK AND FAMILY?**

**\*\*PROSPECTUS/RATIONALE & PRELIMINARY REFERENCE LIST DUE\*\*  
\*\*BY NOON MONDAY, 2/22/2010 VIA EMAIL\*\***

**Instructor:** \_\_\_\_\_

**Facilitator:** \_\_\_\_\_

**WEEK 5**

FEB 19

Davis, K. D., Goodman, W. B., Pirretti, A. E., & Almeida, D. M. (2008). Nonstandard work schedules, perceived family well-being, and daily stressors. *Journal of Marriage and Family*, 70, 991 - 1003.

Glass, J. (1998). Gender liberation, economic squeeze, or fear of strangers: Why fathers provide infant care in dual-earner families. *Journal of Marriage and the Family*, 60, 821-834.

Perry-Jenkins, M., Goldberg, A. E., Pierce, C. P., & Sayer, A. G. (2007). Shift work, role overload, and the transition to parenthood. *Journal of Marriage and Family*, 69, 123 - 138.

Presser, H. B. (2004). Employment in a 24/7 economy: Challenges for the family. In Epstein, C. F. & Kalleberg, A. L. (Eds.) *Fighting for Time: Shifting Boundaries of Work and Social Life*. (pp.46-76). New York: Russell Sage.

\*Presser, H. B. (2000). Nonstandard work schedules and marital instability. *Journal of Marriage and the Family*, 62, 93 - 110.

\*2001 Rosabeth Moss Kanter Award for Excellence in Work-Family Research

**NO CLASS SESSION: QUINT STATE**

**WEEK 5**

FEB 26

**HOUSEWORK, FAMILY CARE, AND LEISURE:**

**WHO DOES WHAT? WHAT DIFFERENCE DOES IT MAKE? AND FOR WHOM?**

**Instructor:** \_\_\_\_\_

**Facilitator:** \_\_\_\_\_

**WEEK 7**

MAR 6

Bianchi, S. M., Milkie, M. A., Sayer, L. C., & Robinson, J. P. (2000). Is anyone doing the housework? U.S. trends and gender differentials in domestic labor. *Social Forces*, 79, 191 - 228.

\*Mattingly, M. J. & Bianchi, S. M. (2003). Gender differences in the quantity and quality of free time: The U.S. experience. *Social Forces*, 81, 999 - 1030.

\*2004 Rosabeth Moss Kanter Award for Excellence in Work-Family Research

Hook, J. L. (2006). Care in context: Men's unpaid work in 20 countries: 1965 - 2003. *American Sociological Review*, 71, 639 - 660.

\*\*Sarkisian, N. & Gerstel, N. (2004). Explaining the gender gap in help to parents: The importance of employment. *Journal of Marriage and Family*, 66, 431-451.

\*\*2005 Rosabeth Moss Kanter Award for Excellence in Work-Family Research

*Review/Skim from 653: Erickson, R. J. (2005). Why emotion work matters: Sex, gender, and the division of household labor. Journal of Marriage and Family, 67, 337-351.*

## **SPRING BREAK**

WEEK OF MARCH 8<sup>TH</sup>

### **HOUSEWORK, FAMILY CARE, AND LEISURE (CONTINUED)**

#### **WEEK 8**

MAR19

**Instructor:** \_\_\_\_\_

**Facilitator:** \_\_\_\_\_

Deutsch, F. (2000) *Halving it all: How equally shared parenting works*. Cambridge, MA: Harvard University Press.

Ehrenreich, B. & Hochschild, A. R. (2002). Introduction & Love and gold. (chpt. 1 & 2). In B. Ehrenreich and A. R. Hochschild (Eds.). *Global woman: Nannies, maids, and sex workers in the new economy* (pp. 1-30). New York: Henry Holt and Company.

Raley, S. B., Mattingly, M. J., & Bianchi, S. M. (2006). How dual are dual-income couples? Documenting change from 1970 to 2001. *Journal of Marriage and Family*, 68, 11-28

### **CHALLENGES & PROPOSED SOLUTIONS FOR LOW INCOME AND WELFARE RELIANT FAMILIES**

#### **WEEK 9**

MAR 26

**Instructor:** \_\_\_\_\_

**Facilitator:** \_\_\_\_\_

Acs, G., & Loprest, P. (2005). Who are low-income working families? Urban Institute report (pp. 1-15) available at [http://urbaninstitute.org/UploadedPDF/311242\\_working\\_families.pdf](http://urbaninstitute.org/UploadedPDF/311242_working_families.pdf)

Clampet-Lundquist, S., Edin, K., London, A., Scott, E., & Hunter, V. (2004). Making a way out of no way: How mothers meet basic family needs while moving from welfare to work. In A. Booth and A.C. Crouter (Eds.) *Work-family challenges for low-income parents and their children* (pp. 203-241). Hillsdale, NJ: Erlbaum.

Scott, E. K., London, A. S., & Hurst, A. (2005). Instability in Patchworks of Child Care When Moving from Welfare to Work. *Journal of Marriage and Family*, 67, 370-386.

Thorne, B. (2004). The crisis of care. In A. Booth and A.C. Crouter (Eds.) *Work-family challenges for low-income parents and their children* (pp. 165-178). Hillsdale, NJ: Erlbaum.

Updegraff, K.A., Crouter, A.C., Umaña-Taylor, A. & Cansler, E. (2007). Work-family linkages in the lives of families of Mexican origin. In J. Lansford, K. Deater-Deckard, & M. Bornstein (Eds.), *Immigrant families in contemporary society* (pp. 250-267). NY: Guilford Press.

**\*\*OUTLINE AND FINAL REFERENCE LIST DUE\*\***  
**\*\*NO LATER THAN 9AM MONDAY, APRIL 5<sup>TH</sup>\*\***

**UNCG CLOSED: NO CLASS**  
APR 2

### **CHALLENGES & PROPOSED SOLUTIONS (CONTINUED)**

**WEEK 10**  
APR 9

**Instructor:** \_\_\_\_\_  
**Facilitator:** \_\_\_\_\_

Bainbridge, J., Meyers, M. K., & Waldfogel, J. (2003). Child Care Policy Reform and the Employment of Single Mothers. *Social Science Quarterly*, 84, 771-791.

Coltrane, S. (2007). What about fathers? Marriage, work, & family in men's lives. *The American Prospect*.

Huston, A., Duncan, G., McLoyd, V., Crosby, C., Ripke, M., Weisner, T., & Eldred, C. (2005). Impacts on Children of a Policy to Promote Employment and Reduce Poverty for Low-Income Parents: New Hope After 5 Years. *Developmental Psychology*, 41, 902 – 918.

McLanahan, S. (2004). Diverging destinies: How children are faring under the second demographic transition. *Demography*, 41, 607 – 624.

*Review/Skim from 653: Dodson, L. & Dickert, J. (2004). Girls family labor in low-income households: A decade of qualitative research. Journal of Marriage and Family, 66, 318-332*

## WORK FAMILY POLICIES AND THEIR IMPLICATIONS

**Instructor:** \_\_\_\_\_

**Facilitator:** \_\_\_\_\_

### WEEK 11

APR 16

Golden, L. (2001). Flexible work schedules: Which workers get them? *American Behavioral Scientist*, 44, 1157-1178.

Glass, J. (2004). Blessing or Curse? Work-Family Policies and Mother's Wage Growth Over Time. *Work & Occupations*, 31, 367 – 394.

Blair-Loy & Wharton, (2002). Employees' Use of Work-Family Policies and the Workplace Social Context. *Social Forces*, 80, 813 – 845.

Hammer, L. B., Neal, M. B., Newsome, J. T., Brockwood, K. J., & Colton, C. L. (2005). A longitudinal study of the effects of dual-earner couples' utilization of family-friendly workplace supports on work and family outcomes. *Journal of Applied Psychology*, 90, 799-810.

\*Mandel, H. & Semyonov, M. (2005). Family policies, wage structures, and gender gaps: Sources of earnings inequality in 20 countries. *American Sociological Review*, 70, 949 – 968.

\*2006 Rosabeth Moss Kanter Award for Excellence in Work-Family Research

### STUDENT PRESENTATIONS

### WEEK 12

APR 23

**Instructor:** \_\_\_\_\_

### STUDENT PRESENTATIONS

### WEEK 13

APR 30

**\*\*FINAL PAPERS DUE TO DR. HELMS VIA EMAIL BY 5PM\*\***

### WEEK 14

MAY 4 (NOTE: THIS IS A TUESDAY. )

**THERE IS NO FINAL EXAM FOR THIS CLASS.**

